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ABSTRACT

This booklet describes the adult education system in Indonesia. The first section provides background information, including the geographic and demographic characteristics and the socioeconomic setting of the country. The history of education in the country is also discussed. Government policy is the topic of the second section. Included are a summary of the law concerning the national education system, the government regulations supporting the legislation, and implementation strategies. Achievements in adult education in Indonesia are chronicled in the third section, including descriptions of the following: the illiteracy eradication program; the Packet B program (an out-of-school-equivalency program for lower secondary education providing both general education and skills training); skill training by private training institutes; the small-scale scale income-generating program; and various smaller programs targeted at special groups, such as farmers and women. The last section contains 10 subsections that profile the role of tutors in the tutorial activities of adult education: developing curriculum and learning materials; the prospective learners' approach, preparing, conducting, and evaluating tutorial results; assignments to help learners to develop self-learning habits; assignments for group learning; motivating learners; finding a business venture as a livelihood; forming a learning community; and administering the results of learning activities. (KC)

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ADULT LEARNING : A KEY FOR THE 21st CENTURY

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STRATEGIES FOR A SUCCESSFUL ADULT EDUCATION PROGRAM IN INDONESIA : THE ROLE OF THE TUTOR AND FACILITATOR IN CREATING A LEARNING CONSCIOUS ENVIRONMENT

A Country Report
Prepared by
Directorate General Out-of-School Education, Youth and Sports
Ministry of Education and Culture, Republic of Indonesia

THE FIFTH INTERNATIONAL CONFERENCE ON ADULT EDUCATION (CONFINTEA V)
HAMBURG, GERMANY
14 - 18 JULY 1997

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CONTENTS

I. BACKGROUND 1

1. Geographic and Demographic Characteristics, and the Socio Economic Setting 1
2. Educational historical background 3

II. THE GOVERNMENT POLICY 7

1. The Law on National Education System and the Supporting Government Regulations 7
2. The Strategies of Implementation 8

III. ACHIEVEMENTS OF AE IN INDONESIA 20

IV. THE ROLE OF TUTORS IN THE TUTORIAL ACTIVITIES 29

1. Taking part in the development of the curriculum 30
2. The development of the learning materials 30
3. The prospective learners approach 31
4. Prepare, conduct and evaluate the tutorial results 31
5. Assignments for the learners to develop self-learning habit 32
6. Assignments for group learning 32
7. Motivating the learners 32
8. Finding a business venture as a livelihood 33
9. Forming a learning community 33
10. Administrating the results of the leaning activities 34

TABLE 4. OUTPUT OF ADULT LEARNING IN INDONESIA FOR A PERIOD OF 3 YEARS (1994-1996) 35

ATTACHMENT : SAYA RODA GENDENG (I AM A CHANGE AGENT) 38

I. BACKGROUND

1. Geographic and Demographic Characteristics, and the Socio Economic Setting.

The Republic of Indonesia is an archipelago state with a total land area of 1.9 million square kilometers. It consists of five main islands (Java, Sumatera, Kalimantan, Sulawesi and Irian Jaya) and about 30 other smaller groups of islands totaling some 17,000 islands, of which approximately 6,000 islands are inhabited.

Situated along the equator between the Malay peninsula and Australia, Indonesia's territory extends over 5,000 kilometers from east to west and 1,750 kilometers from north to south. After China, India and the United States, Indonesia is the world's fourth most populous country. In 1995 the population was

NOTE: UN OFFICIAL MAP

estimated at 195.6 million, from 119.2 million in 1971 and 147.5 million in 1980. This means that the average annual population growth had decreased from 2.32% in the 1970 to 1.98 in 1980 and 1.6% in 1990. The basic population structure was comprised of 32% in the young-age group of 0 - 14 years; 62% in the productive or potentially active age bracket of 15 - 64 years and 44 % in the old-age group of 65 years and above. Thus the young-age dependency ratio was 52.04% in 1995 - down from 82.2% as in 1991 and the old-age dependency ratio was 13.42% in 1995 - up from 4.7% in 1971.

The fertile islands of Java and Bali, which together constitute only some 7% of the total land area, accomodate almost 60 % of the population. Java, with an average density of 814 persons per square kilometer (up from 575 person in 1971), is among the most densely populated areas in the world. By contrast, Irian Jaya has the lowest density in terms of population among the country's 27 provinces, with only 4 persons per square kilometer.

The urban population of Indonesia grew from 32.8 million in 1980 to 55.4 million by 1990, an increase of almost 1.7 times, while the total population increased from 1.2% during 1980 - 1990. The proportion of urban population increased from 22% in 1980 to 31% in 1990. Between 1980 and 1990, the annual urban growth was 5.4%, compared to 0.8% per year for the rural areas.This means that although the rural population is still 2.2 times larger than the urban population, the latter has grown 6.7 times faster than the former. Futhermore, of an almost 31.9 million total population increase during 1980-1990, 22.6 million, or 71% was attributable to urban growth alone.

Economic growth and income distribution have also had their bearings upon social development, including the education sector. In 1969 per capita income was only US $ 70, increased to US $ 1100 in 1997. Since then, Indonesia has sustained gross domestic product (GDP) growth at more than 7% a year. The gross national product (GNP) has grown at a rate of 4.5% per year over the past 25 years. Agriculture including forestry and fishery, accounted for almost half of the GDP in 1970, with food production at almost one third. In 1980, mining and quarrying (including oil) was the most substantial sector of the economy. By 1990 manufacturing industries, tourism and the agricultural sector each had a greater contribution than mining and quarrying to the GDP. Food production now represents only 13% of the GDP.

The basic strategy in national development is the "Trilogy of Development": equity, growth, and stability. As an indicator of equity performance, the population living below the poverty line was reduced from over 40% of the population (54.2 million) in 1976 to 11.39% (22.6 million) by 1996. Of the 22.6 million persons living below the poverty line, 8 million were in urban areas and 14.6 million in rural areas. The degree of equity in income distribution is also reflected in the income share of the lowest 40% of the population. By 1990, the income share of the poorest 40% of the population in 27 provinces range from 20% in Irian Jaya to 26.8% in Aceh, compared to the range between 19.6% in Jakarta and 26.3% in Jambi in 1981.

2. Educational historical background

The essence of education was recognized by the Indonesian leaders long before the independence day of August 17, 1945. Budi Utomo (noble endeavor) organization was established in fact a specifically educational national movement which was

based on conviction that Indonesia could not achieve indepedence and prosperity unless the people were educated. This early commitment to education was reflected in the new Republic of Indonesia's 1945 Constitution, which in its preamble states that one of the obligations of the state is "to develop the intellectual life of the nation" and which contains an article asseting the right of every citizen to obtain education.

The related efforts and great neglect of the colonial regime in providing acces to education led to dismal results. In 1940, when the Dutch colonial government surrendered to the Japanese aggressors, less then 10% of the Indonesian population could read and write the Latin characters. Only 2.310.500 among a total of about 70 million Indonesians were enrolled in school, from primary to tertiary levels of education. Primary school enrollment was only 17.7% of the relevant school-age group. Of a total 70 university graduates in 1940, 37 were indigenous Indonesians, 23 Chinese and 19 Dutch, and this happened in a country where 97% were indigenous Indonesians, 2% Chinese, and less than 1% European.

The following 3.5 years of Japanese occupation abolished the stratified ethnic-based class system in education, although the highest level of society was of course, occupied by the new masters. To the extend that wartime conditions allowed for educational activities at all, the replacement of the Dutch by Indonesian (Bahasa Indonesia) as the national language of instruction greatly enhanced opportunities for self-advancement of ever wider sections of the population. Still, it was not until the Proclamation of Independence in 1945, and especially since planned development was initiated in the 1970s, that what is now called "Education for All" became a tangible reality for the majority of the Indonesian people.

A few decades after Indonesia proclaimed her independence, the Indonesian education system was strengthened by the issuance of the Law on National Education System No. 2/1989 complemented with a government regulation (PP) on various types and levels of education. Such as the PP 27/1990 on Preschool Education, PP 28/1989 on Basic Education, PP 27/1990 on Secondary Education, PP 30/1990 on Tertiary Education, PP 72/1991 on Special Education, PP 73/1991 on Out-of-School Education, PP 38/1992 on Educational Personnel and PP 39/1992 on the Role of Community in National Education (community participation).

Education in Indonesia, then, is deeply rooted in the national culture and firmly based on the 1945 Constitution and the state philosophy of Pancasila, which embodies the five fundamental principles, i.e. *1)* Belief in one supreme God; *2)* Just and civilized humanity; *3)* Unity of Indonesia; *4)* Democracy through deliberation and consensus among representatives; and *5)* Social justice for all the people of Indonesia.

Pancasila, in many ways, is not only the basic philosophy of the Indonesian people and the ideology of the nation but also an entire way of life, without which the achievement of Indonesia in basic education cannot be understood. It is in this spirit that Indonesia has developed her policies, strategies and programs on "Education for All".

Adult education in Indonesia was already started since the formation of the Community Education Agency in 1950's. As it developed, adult education was handled by various governmental (Gos) and non-governmental organizations (NGOs). From the start of the first Long-Term Development Plan, April 1969 up to the present, the Adult Education Program has succeeded in enhancing the quality of life of tens of millions of people through an increase in their welfare,

particularly in the rapid improvement of health, income, education, knowledge, skill, economic, perspectives, quality of clothing, etc.

Adult education (AE) in Indonesia covers various aspects of life,such as: health, vocational skill, agricultutre, cooperatives and so on. The teaching method in adult education is conducted through both distance education (television, radio, printed material and audio cassete) and the direct method (classes, learning groups, and individual learning).

The success in the implementation of AE depends very much on the dedication and sacrifice of the tutors, family planning cadres, technical resource persons and facilitators. They are volunteers receiving no pay but a small compensation which is so small that it does not really have any economic benefit.

There are two factors which motivate the community to work voluntarily, *first* is the mutual help philosophy or the *gotong-royong* or the let-us-help-each-other prevailing custom which is still a strong character of the nation. The *second* is the strong religious belief that God will reward those who dedicate themselves to a noble cause, the divine reward is the closer one gets to the promised heaven.

Community and religious leaders take the iniative by gladly becoming volunteers in in AE program implementation. By this way, there is no difficulty at all in mobilizing tutors, facilitators and cadres as the vanguard of AE programs and activities. The priority target of AE program are the poor families, for those who are unemployed, those with poor education, and those who are still productive but not properly reached by the educational and skill development services.

In this context, the implementation of the various types of AE programs has increasingly been intensified. Learning from experiences, weaknesses, constraints, limitations, and other problems faced, it is hoped that the implementation of AE programs and project will have to be continuously improved.

II. THE GOVERNMENT POLICY

1. The Law on National Education System and the Supporting Government Regulations.

In the field of out-of-school or non-formal education, the government has spelled out Law 2/1989 into Government Regulation (PP) 73/1991 on Out-of-School Education. These two legal products implicitly explain the part of AE in community education. Besides the two products, AE is also supported by PP 71/1991 on-the-job training for the work force so that they are in prossession of relevant skills to meet the demands of development. This law and the complementing government regulations (PP) formally strengthen the position of AE, and conceptually, its context and what it encompasses become increasingly distinct. Those legislations are used by the various GO's and NGO's to develop adult education and training courses in a number of sectors: health, agriculture, vocational, forest conservation, environmental preservation, etc.

The role of AE in Indonesia becomes more significant if related to the APEC (Asia-Pacific Economic Cooperation) and AFTA (Asean Free Trade Area) agreements, when Indonesia will enter free trade in the Asia-Pacific Region by the year 2020 and free trade in the Asean region in 2003. Only with a total and effective human development program will Indonesia be able to put into realization those two agreements profitably. It is with this urgency that the Sixth Five Year Development Plan and the

1993 Guidelines of the State Policy both directs that national development efforts emphasize the development of human resources along with economic development.

AE has an important role to play in handling gender issues and in the empowerment of women. A very tangible proof of this policy is that most of the AE tutors, facilitators and learners are women.

2. **The Strategies of Implementation**

   a. **Adult education integrated into other programs within the same agency or among agencies.**

      AE Programs are always conducted as integrated efforts and mutually supportive. AE has graded programs so that learning participants can obtain higher knowledge, skills and better attitude which at the same time motivate them to complete the program as fast as they can and then participate in the next learning program. For example, after they completed the literacy course (the learning Kejar Paket A) of the AE program conducted by the Ministry of Education and Culture, the participants can take the examination of primary school graduation, or follow the business learning group, or joining the apprenticeship program. The Ministry of Agriculture opens opportunities for learning participants who are able to pay off their first credit installment (in the training program for Small Farmers and Fishermen), to obtain more loan and can receive full assistance in marketing their products, while those who are still illiterate can join the literacy course provided by the tutor of the Ministry of Education and Culture.

A well integrated and coordinated program increases the efficiency and effectiveness of the utilization of the resources (manpower, funds, facilities, infrastructure, time, etc.). Through a dynamic integrated coordination, the program may have a better community reach. Integration and coordination cover the entire range of program activities: planning, scheduling, implementation, evaluation, monitoring and further expansion of the program from the national to the village levels. For this purpose, a coordinating team is established at each level. Legal platforms for an interagency collaboration and between governmental and non-governmental agencies are available. It is regulated by Presidential Decree number 12/1978 on the Position and Tasks of a Coordinating Minister, Law number 27/1979 on Village Administration, Presidential Decree number 20/1981 on Coordination Controle and Supervision of Development at Sub-national Levels and PP 6/1988 on Coordination of Activities of Vertical Agencies.

In general, coordination starts with a series of meetings, formulation of plan, scheduling of activities, followed by implementation of the plan, evaluation, monitoring and expansion of the program. The coordinating platform at the village level is the village development body called LKMD (Village Community Resilience Institute), at the Sub-district level it is called the UDKP (Development Working Area Unit), at the District it is the RAKORDA (District Coordination Meeting), at the Province it is the RAKORBANG (Provincial Development Coordination Meeting), and at the Central level it is: (a) the RAKORKESRA (People's Welfare Coordination Meeting),

(b) the RAKORPOLKAM (Political and Security Central Coordination Meeting), (c) the RAKOREKUIN (Economic and Industry Central Coordination Meeting), and (d) the RAKORWASBANG (Development Control Coordination Meeting). The involvement of a governmental or non-governmental agency in the coordinating team depends on its related task and function, which is also applied in the implementation of AE program.

b. Optimizing the educational resources (teaching personnel, facilities, infrastructure and funds).

Every AE program, particularly the non-profit one always tries to utilize the existing resources in a community free of charge, be it governmental or non-governmental property, or owned by the community. For instance, literacy and health programs may use the home of a community member, the local school, village hall, a foundation office, etc, complete with its facilities. All these are being utilized gratis. For activities conducted at night, the community provides for electricity or petromax lamps; also often for free. That is why in calculating the unit cost of an AE program in Indonesia, it must be clearly formulated so that its accuracy can realistically reflects the cost.

c. Priorities for economically poor families.

The non-profit AE program puts its priority to improve the quality of life of the economically poor families by overcoming ignorance and backwardness. Various programs with similar objectives are usually called *programs for poverty allevation*, through economic empowerment, skills, health improvement and the raising of community's perspective and expectation. Poverty in Indonesia is differentiated into two kinds, i.e. *absolute poverty* and

relative poverty. ***Absolute poverty*** is related to one's inability to meet the calory needs according to government standard, which is 2100 calories/person/day plus non-food requirements. Basic needs other than food are: housing (lighting, fuel, potable water), clothing, some durable items and various services. In 1996 poverty line in rural areas was determined at about US $ 0,28/person/day, and US $ 0,42/ person/day for the urban areas. ***Relative poverty*** is related to gap among groups in terms of welfare: economic, health, education levels etc. If a person can earn only US $ 3.00 per day, while the average income per day is US $ 4.2 then those who earn only US $ 3.00/day are relatively poor.

Table 1 : Condition of Poverty in Indonesia

Year	Total of Poor Population						Poverty per Year		
	Urban		Rural		Total		Urban	Rural	Total
	Million	Percentage	Million	Percentage	Million	Percentage	%	%	%
1976	10.0	38.8	42.2	40.4	45.2	40.1	-	-	-
1981	9.3	28.1	31.3	26.5	40.6	26.9	2.14	2.78	2.64
1985	9.5	23.1	20.3	16.4	30.0	17.4	1.25	2.52	2.38
1990	9.4	16.7	17.8	14.3	27.2	15.08	0.11	4.57	3.57
1993	8.7	13.4	17.2	13.7	25.9	13.67	2.48	1.12	1.59
1996	6.9	10.07	15.7	12.61	22.6	11.39	1.02	1.02	1.02

Source: Tjiptoherijanto (Office of the Minister of Environment, 1996).

Table 1 shows the total of poor population in 1990: 27.2 million persons (15.08%) and in 1996: 22.6 million persons (11.39%). This fantastic decrease was the result of hard work by various ministries and agencies which are involved in providing assistance to the poverty alleviation program. Assistance may take the form of funds, expertise, and skilled people to the 20,633 poor villages of a total of 64,097 villages in Indonesia.

d. Productive age group (15-44 years) as priority target.

Because the total population is very big with a very wide span of age, the AE program puts the productive age group of 15-44 years as its priority target. This strategy hopes to achieve the program's effectiveness and efficiency. Population of productive age are 62% of the total population.

According to SAKERNAS 1987, the percentage of labor force below primary and primary school graduates is 79.5% decreased from 82.2% in 1980, and the labor force with university and upper secondary education certificates in 1980 are 0.81% and 10.9%, in 1990 increased to 3.4% and 21.4% respectively. Based on those data shown, the presence of Packet A program (primary school equivalence) is needed to educate the dropped-out from primary schools and children who are not enrolled in primary schools, and Packet B program (lower secondary school equivalency) to educate 1.2 million children who do not proceed to lower secondary school and 0.5 million dropped-out from lower secondary schools.

e. The method of self-learning groups as mainstay.

In general the AE employs the small group learning of 5-10 learners and the self learning method. In these small groups, emphases are given to the discussions of the topics to be explained, and the internalization process in order that they know them sufficiently. In the process of using this method it gives an additional benefit to the learners, i.e. it increases their communication skill in the clasical learning.

Classical learning is mainly used to explain self-learning strategies and procedures in a small learning group. It also

discusses topics which are considered difficult in small learning groups as well as in self-learning in order to motivate the learners. Therefore, the learning materials as well as the directives for small self-learning groups are being clearly formulated with self-explanatory modules, so that the learners can easily and actively participate in the learning process and also self-motivated to learn by themselves without the presence of a tutor or facilitator to supervise them.

f. Mapping of program participants.

Beside the formal approach, the AE uses the family approach in such a way that a learner feels being appreciated as an important member of a group. The learner's features are distinctly mapped: academic achievement, socio-economic status, home address, family condition, health, activity as learners, employment, etc. The tutors and facilitators encourage discussion of learning problems experienced by each learner in a family spirit. By using this approach the tutor can see the academic development and understand the social conditions of the participants.

g. Creating a conducive environment.

To maintain the interest and active participation of the adult learners in conducting learning activities, the environment and learning atmosphere must be supportive. For instance, educative pictures and, writings are used by the learners to decorate the study place. Group's action to clean and maintain the place according to an agreed taste. Group's action is meant also to develop in the learners a sense of reponsibility and a sense of belonging to the group.

h. Community participation as an integral part and dominant factor in every program.

The formation of the committee for learning is based on "from the community, by the community for the community" principle, so that the committee members are chosen from the local people and the learning programs are managed by the local community. A sense of ownership and responsibility to the program can there by be nurtured. It will positively influence members to participate in the program in various ways, such as provision of funds, manpower, facilities, infrastructure and reporting. The community assisted by the local NGO who actively manages the program together with the staff of the government with the tasks of guiding, directing and motivating the adult leaners.

i. Provision of capital for economic venture as stimulus.

The government provides a fund or capital as one of the efforts to stimulate and persuade the community to accept and manage the AE program, and to help with local potentials in making the program successful. Although the amount of the capital is not big, it can be quite meaningful. A stimulus capital may take the form of a learning fund, which is finished when the course is completed. There is also a stimulus capital in the form of loan to the learner which can be paid back in easy installments without interest. This will become a revolving fund as loan for new learners and as it continues, the number of people who benefit from it also increases (the multiple social functions of a fund). Fund which exists in the community may come from various sources, particularly from the Ministry of Education and Culture,

the Ministry of Cooperatives, the Ministry of Agriculture and, the National Coordinating Agency for Family Planning. Learning participants who have paid off their loans from one agency may request for another loan. For this second loan a small interest will then be charged but the installments are still easy and light.

j. Prizes for the Learning Groups and Tutor.

Each program is managed professionally, and every year competitions are held for the learning groups. The winning group is rewarded with a prize in the form of money and a certificate. Prizes are usually presented by the Governor or a Minister; for the national winners, the prizes may even be handed over by the Republic's President himself to the winners .This method has proven very effective for character/attitudinal formation of community members to facilitate a condusive environment for development programs in general and for AE programs in particular. It also develops an appreciative attitude within the community for achievement and quality work done. Pride in achievement entitles a learner and the tutor to enjoy the results. For a learner, the certificate serves as a proof that he or she has completed a certain level of learning and can be used for continuation to the next level. For a tutor, the certificate my also be used for career promotion.

k. Intensive training and comparative study visit for change agents.

Each AE program has a different mechanism of development, but the training for change agents, i.e: the tutors, facilitators, cadres of family planning program, community leaders, religious leaders and village organizers is a very important part of the program.

The training for the village organizers must adjust with the readiness, condition and situation of the change agents, bearing in mind that they usually have a very limited time due to a permanent occupation or full time job.

On the average, they have at least been trained once, cadres of family planning and community health facilitators even twice, on the aspects of different applied sciences. The duration of training is usually 3 - 7 intensive work days which consists of combination of theory and field practice. The recurring main constraint is that the trainers have not yet suffciently master the training materials, especially at the sub-district and village levels training. Therefore the training of the trainers at these levels is very much needed, but limitation of funds is another constraint and it can not yet been done. What can been done so far is, among others, formulating training materials, multiply and distribute them to every District to be used in the training program without the need of training the prospective trainers. Actually training can be done relatively cheap and still effective, by using a mobile training system as has been done for primary teachers training. This means that a certain number of persons for every province are trained as trainers and they in turn go around the province to train other prospective trainers, and so on.

l. **Utilizing the many organisations and NGOs as sources of change agents.**

To optimally utilize the local potentials, AE may persuade the many existing NGOs and community organisations to get involved according to the nature of the program. For instance, for the illiteracy eradication program, the members of the Tutors Club, the Local Teachers

Association, and theYouth Club can be recruited; for the family planning program, the Indonesian Family Planning Association and the PKK (Activators of Family Welfare Movement mostly women) can be aproached. Agriculture extension personnel can be assisted by the related NGOs or groups, such as the Progressive Farmers Group, Fishermen Group, other existing farmers group in the village, and the Village Cooperative Unit. In the training of adults related to community welfare, community organizations 'such as Posyandu (Integrated Community Services Post), the Neighbourhood Association and the PKK can also help. These various community organisations are coordinated at Sub-district and Village levels. Besides, these organisations have already earned the respect of the community, and they have some educated and skilled people in their respective groups.

m. Developing learning facilities.

There are a number of learning facilities in the villages, such as the Village Reading Clubs, libraries owned by the mosques and the village newspapers. At present, there are about 10,000 Village Reading Clubs in Indonesia and about 60,000 Village Libraries. But there are only few well-functioned learning facilities. These are still managed traditionally, and due to limited funds and management capabilities, the collections of reading materials remain static; besides it is not yet possible to exchange them with the facilities located at another place. Anyway, with all the limitations mentioned these facilities are the sources for information and feasible places to form learning communities.

n. **The community and the religious Leaders approach.**

In line with the innovation of diffusion theory, the spread of AE programs in Indonesia is very much determined by the effective roles of the community and the religious leaders. They function as change agents, who together with other change agents such as tutors, facilitators and the village cadres are directly involved in educating and training the learning participants. Their charisma and their presence are very valuable in the program acceleration. In the AE low performing areas, the community and the religious leaders are yet to take an active role in the socialisation of the innovative programs; they are not yet aware of the impotance of the AE program for the learners. Therefore, in introducing the program in a given community, the community and the religious leaders are the first to be approached. After their acceptance they shouldbe asked to become part of the advocacy team. Based on the agreement with the community and the religious leaders, the AE activities are being scheduled and implemented intensively from year to year, and gradually the community members will feel that the success of an AE program depends very much on the tenacity and patience of the organizers, because it will need a relatively long time for the program to show positive results.

o. **At the planning stage, change agents provide the main input.**

The planning stage is no less important. Input from the tutors, facilitators, village cadres, the community and religious leaders is the most valuable element. The main constraint is usually that a project proposal tends to be much bigger than the allocated funds. If this can be overcome

proportionately, the achievement can certainly be improved compared to what is being achieved at present. Because of financial constrains many good suggestions as to AE programs and projects cannot be realized.

p. Media and culture approach.

We have been producing and using a number of different system of learning for adults in which different media used as the integral part of the teaching-learning process. Those media were designed broad based on the cultural approach to develop the learners' emotional intelligence, in developing and shaping their positive habits and attitudes so that they are adaptive to any condition being faced on their lessons and life. The culture as the source of values taught an AE program to achieve modernization through cultural approach. Therefore, the consideration of using a combination of strategy between traditional media and the modern or innovative media to have attractive, simple and easy learning process in AE is very important. The main media are printed which were designed as self-explanatory learning materials, supported with leaflets, audio-visual and mass media programs. The programs such as illiteracy, family planning, training for trainers, farmer, fishermen, animal husbandry, etc. mainly using printed materials supported with TV broadcasting from TV of the Republic of Indonesia, on certain times and days.

q. International Cooperation.

Since the late seventies, the government has implemented three successive project, fundled by the World Bank for illiteracy eradication and development of adult education. The third Nonformal Education Project, which is currently in the last year of implemetation, has been building on

the experiences of previous project and has a strong focus on adult education. Through the continued cooperation over almost 20 years, the country has been able to benefit from the Bank's extensive international experience in both illiteracy eradication and development of adult education. Cooperation with UNICEF started in the early eighties and has been continued until today. Over the years the focus has been the education of the mother and child and the mother's capacity to develop income-generating activities. More recently, in cooperation with ILO some projects have been developed for developing Labor Training Center (BLK), vocational training skills, and child labor education. Further, GOI has been an active member of the Association South Pacific Bureu for Adult Education for a long period of time and participated in a range of experience exchanges at the executive level. A series of projects has been developed in cooperation with WHO in health development, most of which included major components for adult education. Cooperation with UNESCO is effectively institutionalized, which allows for information exchanges on a continuing basis. Major learning materilas development activities for functional literacy have been undertaken in cooperation with Asian Cultural Centre for UNESCO over the yaers. Besides cooperation with the multilateral organizations, bilateral cooperation arrangements have been established with a variety of countries, in particular in the framework of South-South cooperation.

III. ACHIEVEMENTS OF AE IN INDONESIA.

For Indonesia, AE is an integral part of the national development system, and this expedites the diffusion process and the result of

development. Through the AE efforts, a community becomes more adoptive to any diffusion of innovation. Accumulatively, the achievements of AE during PJP I (April 1969 - present) are sufficiently huge satisfactory. For illustration, the figures for a three year period (1994 - 1996) which present the achievement of a number of AE programs can be seen in Table 4.

There are so many types of on-going AE programs such as : Eradication of Illiteracy, Private Training Courses, Small Scale Income Generating Program, Apprenticeship, Community Fellowship, Community Health Education, Family Planning, Private of Agriculture, Information on Government Policies and National Development, Awareness by Environmental Education, Gender Awareness Raising, Education on Religion, Training for Transmigration, Forestry Conservation Education, Actualization of Culture, and so on. Due to time constraint in giving more detailed picture of the roles of tutor and facilitator, this paper provides only some AEs as examples.

Illiteracy Eradication Program.

Illiteracy eradication has been a major government priority over the years. This program is served primary for meeting the needs of adult people who are still illiterate, (7 million) or dropped out from primary school (around 1.2 million per year). After having acquired basic literacy skills, new literates should have acces to additional learning materials to maintain and further develop their reading and writing skills. To increase the effectiveness of the illiteracy eradication program, the Ministry of Education and Culture has taken the initiative to join hands with the Ministries of Defense, Home Affairs and Religious Affairs. The Joint efforts of these departments have led to impressive progress in program implementation, both in terms of number of learners reached and the quality of literacy training. The main strategy for functional literay training is

to organize participants in learning groups to gradually master a series of 100 booklets (called "Paket A"). The booklets contain practical knowledge on avariety of subjects. Matering booklets 1 through 5 is indicative of achievement of basic literacy skills, and completion of Paket A-20 qualifies for further preparation, with extra tutorials, toward a primary school equivalency examination. A complementary model called learning-and- earning groups has been in existence since 1978, and is designed to motivatve participants to continue beyond minimal literacy acquired through

Table 2.

Illiteracy Among Population Aged 10 Years and Above by Age Category and Gender, 1980 - 1994.

Age Category and Gender	Number of Illiterates (in thousands)			Percentage of Illiterates		
	1980	1990	1994	1980	1990	1994
10-44 years						
Male	5.481	2.835		13,7	5,5	
Female	10.794	5.736	-	26,2	10.9	-
Male + Female	16.275	8.571		20,0	8,2	
45 years and above						
Male	4.859	4.093		43,4	33,9	
Female	8.952	8.830	-	76,2	56,4	-
Male + Female	13.811	12.923		59,8	45,2	
10 years above						
Male	10.340	6.928	5.602	20,2	10,4	7
Female	19.746	14.566	13.304	37,2	21,3	17
Male + Female	30.086	21.494	18.907	28,7	15,9	21,1

SOURCES: Central Bureau of Statistics (CBS), 1980 *Population Census*, Series S no.2, Tables 18.1-18.3; 1990 *Population Census*, Series S No. 2, Tables 21.1-21.3.

booklets participants to continue beyond minimal literacy acquired through booklets A 1-5 by making the neo-literates eligible for small credits for incomeearning activities.

It is therefore in the age group of 10-44 years that the most significant reduction in illiteracy has taken place, i.e., down to 8.6 million illiterates in 1990 from a high of 16.3 million in 1980 and then decreased to 7 million in 1994. The present figure is estimated to remaint at this level as the number of primary school drop-outs is still quite high.

Program interventions have significantly narrowed gender disparities in this age category, i.e. a 6 per cent disparity in 1990 (the *literacy* rate was 89 per cent for females in comparison with a male rate of 95 per cent), down from as high as 12 per cent female-male disparity in 1980 (female literacy was 74 per cent against an 86 per cent male literacy).

Packet B Program.

This is an out-school equivalency program for lower secondary education providing both general education and skills training for primary school leavers who did not enroled in lower secondary school and lower secondary school droup-outs. Before 1994 this program was intended for adult people, and since 1994, the program is intended for children in the 13 or 15 year age group. However, in reality many older students participate in the program as well. Statistics show that the target population for the program is very high, but due to funding limitations, actual participation is still low: the number of learners in 1994 was 123,490, which increased to 246,880 in 1994 and to 340,000 in 1997.

Table 3.

Number of Participants in Out of School Equivalency Program for Lower Secondary Education (Packet B Program)

Equivalent	1994	1995	1996	1997
Class I	123.490	123.490	100.000	96.000
Class II	-	123.490	125.200	100.000
Class III	-	-	113.800	126.200
Total	123.490	246.880	340.000	322.200

Skill Training by Private Training Institutes.

Private training institutes in Indonesia are very diverse and cater to a wide variety of skill needs. They constitute a strong market reponse to local student demand for greater job opportunities. The centers range from small store front shops offering a single short-term course such as hairdressing or flower arranging, to large urban institutions with over a thousand students, offering a range of multi-year programs, such as in accounting, computers or secretarial occupations.

There are almost 20,000 Private Training Institutes all over the country, offering slightly over 100 different course programs. The total number of students at the Private Training Institutes is around 10.16 million for 3 years. In the past five years, private training centers increased by more than 7 percent per year--more than twice the rate of labor force growth.

To promote the improvement of the quality of the courses offered by the private training centers, the Ministry of Education and Culture, pursues three strategies.

The first is implementation of a system of licensing and accreditation of the centers. On the basis of the results of periodic

reviews to identify improvements in the quality of the courses offered and the facilities for training, the centers can gradually get a higher status, which makes them more competitive on the market. Second, the ministry has a system of national examination on the quality of the courses offered by the different training centers. This information is also used by the government for accreditation purposes, by the centers to improve their quality and by the future students for training center selection. Annually, around 150,000 students participate in the national examinations.

The third strategy is to improve the course programs offered by introducing standardized course programs. The new programs have been designed in such a way that training takes place both at the training center and in enterprises (adaptation of the dual system approach). Standardization efforts focus on students and instructors qualifications, curriculum and learning materials, the teaching - learning process, training facilities and equipments, and examinations and certification. Standardization programs are being developed for the following occupational sectors: accountancy, computer programming, hotel management, electronics, automotive mechanics, secretarial, beautician, and clothing and textiles. Through the new system, graduates from the course programs are expected to have the knowledge, skills and work experience required by the world of work (link-and-match grand strategy).

Small Scale Income-Generating Program (KBU).

The KBU program is one of the efforts undertaken by the government for poverty allevation. The main objective of the program is to help the learners increase their capacity to start up and develop a micro enterprise and in this way increase their income and living standard. The program has been implemented since 1978.

With the help of community leaders, learning groups of low-income participants were formed with 3 to 5 learners per groups. Priority was given to women. Each group receives learning fund of around US $ 100 to help launch, expand and improve the economic activity of the group. Group members were "learning-by-doing", i.e. by participating in a business activity they acquired skills and experience. The learning funds were provided on a revolving basis. The reason for this was to increase the learners sense of business and responsibility, to encourage them to save and to pass the funds on to new group. The revolving funds principle correspond to mutual assistance principle (gotong royoong) which is a part of the Indonesian culture. After having achieved a certain stage of development, the groups moved to local banks to finance their business activities for further development.

KBU participants stand at 386,825 persons. This KBU figures do not include other KBUs conducted by the other ministries, such as: Ministry of Health, the National Family Planning Coordinating Board, Ministry Agriculture, Ministry of Cooperatives and Local Governments which probably can be estimated as seven times bigger than that of the Ministry of Education and Culture. Collectively, all these KBUs have directly contributed in reducing the number of poor families in Indonesia as hundreds of thousands poor community members have acquired a more stable livelihood. The 27 million poor people in 1992 living under the poverty line have been reduced to 21,6 million at present.

Another noteworthy achievement is the ***fellowship program for young people of poor families***. Fellowships for vocational training for the period of three years have helped 33,250 Upper Secondary School graduates enabling them to join various training programs, and the majority of them are now employed. Another program is the ***apprenticeship for poor community members***. For the last

3 years, the number of apprenticed persons being trained for a job was 43,180 persons.

There are various ***skill training programs also for small farmers*** through the farmers groups throughout Indonesia have covered a total of 13,331,467 people. This nationwide program is the training for farmers and fishery. This is a follow-up from an earlier training program which has brought Indonesia from a rice importing country to a self-sufficiency in food.

Training in community health related to family planning consists of 2 types: the first type is for the 5,634 organic and non-organic BKKBN (National Family Planning) personnel; the second type is the training for 62,129 community members (religious and other in formal leaders, and family planning cadres). They are in charge of the day-to-day services for mother and child health care, and family planning participants. The program achieved is increasing social awareness in the importance of health and family planning.

In 1994 Indonesia noted a number of 38,397,041 pre-welfare or poor families. In 1996 this number is reduced to 21,640,000 families. The government hopes to reduce the maternal mortality rate of 225/100,000 births by 1999, from the 1994 level of 421/100,000 births. As a result of hard work in the field of family planning and community health, birth rate decreased from 2,3% in the 1980s to the present 1.6% annualy.

Indonesia laudable achievement in family planning and in community health has earned world recognition and honoured with various awards. As a result, Indonesia has so far trained 5,600 Family Planning field workers from a number of Asian, African and South American countries.

The Ministry of Social Affairs is continually paying great attention to various efforts in the field of adult learning. ***These efforts are related to remedial and rehabilitative approaches in the social***

services. Beside that, the ministry has also organized activities of preventive and promotional in nature particularly directed towards community social welfare workers, such as:

1. Karang Taruna (the Youth Social Welfare Development Organization). There are at present 65.423 organization almost one per-village throughout the country, divided into the advance category (50%), developing category (33%), and pilot category (17%). Their activities cover all fields of national development with productive undertaking as a priority. Training courses provide are on integrated agriculture, fishery, cattle farming, and agribusiness.

2. Skill Development for the School Dropped-Out Youth aimed at developing social as well as occupational skills for youth who are dropped-out from the lower and upper secondary school age 15 to 21 years leader, fatherless, motherless or parentless, or youth of the children's, homes, unmarried and jobless.

3. Enhancement of Women's Role in Social Welfare. This program is divided into two major categories, i.e., the development of women's leadership in social welfare, and the promotion of women's well-being. The training is provided for potential women leaders, particularly those in rural areas, on various aspect and processes of social services.

4. Development of Isolated Communities. The vast, historical, socio-cultural, and geographic conditions of Indonesia on the one hand and the limited supporting development resources on the other have inevitably left a segment of the population isolated. They are located in remote areas of the country and live a backward lives compared to other communities. Their number is estimated at 1,2 mllion comprising of 370 tribes/ sub-tribes and spread over in 20 provinces and 94 districts.

5. Rehabilitation of the Disabled. The number of the disabled in

the country is increasing, including those who are caused by traffic and industrial accidents. Efforts to raise their social well-being, particularly the poor and destitute ones, have been done through institutional and non institutional.

The Ministry of Religious Affairs conducted a special training program for informal religious disciples. Although they are quite knowledgeable in Islamic norms, they have not yet mastered the use of Latin characters in reading and writing and arithmetic. They are included as one of the target groups in the Nine Year Basic Education program and illiteracy eradication.

The Ministry of Manpower is also conducting special training for the young work force. Many of them do not have the relevant skills to enter the labour market. The Ministry's vocational training programs have trained 74,801 people which consist of 42,100 trained in cooperation with universities and 32,701 in cooperation with the private sectors.

The ***Ministry of Transmigration and Forest Encroachment conducts special training for 183,892 prospective transmigrants***. They are given two types of training before they leave for the new place: general basic training with the purpose of developing motivation, and technical basic training which aims at increasing technical skills according to their respective field of work.

IV. THE ROLE OF TUTORS IN THE TUTORIAL ACTIVITIES

Generally speaking the tutor and facilitator function as guide, companion, motivator, model, assistant, who prepares the necessities for the learning-teaching activities, gives counsel, gives assigments, supervise and evaluate the learning results of the participants. The tutor also handles the administrative work of recording all the learning results, and managing the learning group

by using the face-to-face method, manages the smaller independent self-learning groups, makes house visits to assist individuals and encourages the participants to use village libraries.

Bearing in mind that the majority of the learners are from the economically very poor families with a low social status (and marginal farmers), culturally speaking they do not yet realize the importance of education. The tutor must diligently, patiently and persistently explain, show and prove the benefits of adult learning program in the life of the learners. Specifically, the tasks of a tutor are:

1. **Taking part in the development of the curriculum.**

   In every curriculum development activity, the curriculum development team always has tutor/facilitator as a team member or resource person. A tutor can actively join in every process of curriculum development. With their actual experience related to the learning needs, problems, methods, learning materials, learning evaluation, etc; the role of the tutor is very important to ensure that the curriculum is empirically applicable. The innovative elements in the tutorial process can be included in the curriculum. In this way the curriculum may be adjusted to the existing conditions and the needs of the learners.

2. **The development of the learning materials.**

   Tutors/facilitators are parts of the team in charge of the development of learning materials. A smaller part of the team are the AE technical managers who have enough experience/expertise in the formulation of learning materials. The learners are selected from among all the tutors/facilitators who besides having been trained in talent scouting have also shown interest in writing.

3. **The prospective learners approach.**

Approaching the would be learners is also one of the tasks of a tutor/facilitator. The learners desire to learn is usually not so strong. Therefore, patient but persistent persuasive approach must be employed to encourage them to learn for the sake of their future. The dominant character of the approach is the family spirit and friendliness that must be adopted by the tutor/facilitator when meeting prospective learners.

There are two ways in meeting them; the home-to-home visits, where explanations are given individually, or gather them in small groups. The first method is not always possible, especially when the distance from home to home is far, and the possibility that the porspective learners may not even be at home. In this case, the heart-to-heart talk with each learner is also not feasible. Therefore both methods are used depending on the situation; the important thing is that the approach used is the one considered to be the most efficient which can effectively induce them to join the program.

4. **Prepare, conduct and evaluate the tutorial results.**

The learning-teaching process is the predominant activity because of its efficiency and effectiveness in understanding, internalization and application of the subject with satisfactory results.

In teaching the subject matter, the tutor must know the starting ability of the learner, and his/her readiness to receive and absorb the contents of the subject. The absorbed knowledge must be reinforced so that the learners can internalize it. Reinforcement is done in the form of exercise, disscusion, question-and-answer, etc., to the level of understanding of the learners to get feedback from them.

5. **Assignments for the leaners to develop self-learning habit.**

   The learning-teaching process in non-formal education is very different from that applied in formal education. In formal education the learning-teaching process occurs every day. Emphasis is more on face-to-face method with lectures in a class ruled by regulations. In non-formal education, the scheduling of the tutorials is determined by the agreement between the tutor and the learners. The emphasis of the learning-teaching process is on autonomous or self-learning because the frequency of tutorials by the tutor is relatively low. Self-motivating assigments are given to allow the learners to create a self-learning condition for himself or herself.

6. **Assignment for group learning.**

   Learning in small groups is very significant in the AE programs, especially since it enables the participants to learn with and from each other's experience. There is also a common effort to help each others Considering the limitation of time for the tutorial, the tutor is challenged to create an effective learning condition. The tutor must also be able to solve the problems faced by the leaners in group sessions. The tutor will only deal with the difficult parts which the learners cannot solve together in the group.

7. **Motivating the learners.**

   It is a fact that the community still regard non-formal education inferior to formal education. This gives little confidence to those participating in non-formal education program. Therefore strengthening the participants motivation is a necessity to be handled by the tutor. The tutor has to work hard to motivate the learners. During the training of the tutors, they are given enough knowledge on how to motivate learners. Even so, in actual practice, the constraints in motivation are still enormous.

8. **Finding a business venture as a livelihood.**

Most learners in the non-formal education program are economically poor, drop-outs from formal education, unemployed people, illiterates and with no reliable livelihood. Beside increasing their knowledge and skills, another activity to motivate them is the possibility of earning an income. Therefore the existing AE programs always try attach and integrate learning with income earning. For instance, in the illiteracy eradication program and community health training they are linked with some economic skill training. Farmer skill training is also combined with some farming business. Gradually, while increasing the participants knowledge and skill, the program enables them to improve the family income and general quality of life and at the same time increasing their motivation to learn and their innovation in learning.

9. **Forming a learning community.**

The community in general is not yet reading conscious. The government has done a number of efforts to develop reading consciousness among the people. The programs of "newspaper for the village", village libraries (there is also a bonus library), and mobile libraries, are conducted in every Districts (246 Districts), together with the program of developing eagerness in reading and learning. Efforts are done through the illiteracy eradication program, by the non-governmental and community organizations, etc. The people are encouraged to read the available reading materials. It is hoped that this approach will gradually induce the right environment to build a learning society.

10. Administrating the results of the learning activities.

Another task of the tutor is to do the administrative work on the results of the learning activities, including the management of the facilities and learning infrastructure. The results are recorded and documented regularly. This kind of administration system will facilitate quick monitoring of the efforts and the progress, and in surfacing constraints and find appropriate means to solve problems. The administration system is an important part of AE program development.

Table 4.

Output of Adult Learning in Indonesia for a period of 3 years. (1994 - 1996)

TYPE OF PROGRAM	1994	1996	1996	TOTAL
I. Ministry of Education and Culture				
a. Illiteracy eradication program	1,500,000	1,000,000	1,000,000	3,500,000
b. Small Scale Income Generating Program	251,000	110,325	7,500	368,825
c. Job training apprenticeship	6,050	20,000	15,000	41,050
d. Fellowship program for poor community members	-	26,000	7,250	33,250
e. Skill training by private training institutes	3,300,000	3,360,000	3,500,000	10,160,000
f. Packet B Program	123,490	24,880	340,000	710,370
				14,813,495
II. Ministry of Cooperatives				
a. Business Partnership in Cooperatives/ Small Enterprise	-	155,595	137,929	293,524
III. Ministry of Agriculture Farmers Groups				
a. Women Farmers Groups	-	-	995,416	995,416
b. Young Farmers Groups	-	-	664,479	664,479
c. Adult Farmers Groups	-	-	11,353,060	11,353,060
d. Training for Farmers based on level of skill	-	-	318,512	318,512
				13,331,467
IV. Ministry of Manpower				
A. TK PMP (Program for the Formation of Young Workers)				
1. TK PMP in cooperation with universities	405	940	1,372	2,717
2. TK PMP in cooperation with Economic Production Units (TK PMP - UEP)	2,068	1,777	3,803	7,648
B. Diffusion of Intensive Labor Technology Program	12,615	11,800	10,485	34,900
C. Development of Business Opportunity Program	-	1,740	920	2,660
D. Training and Workers Productivity Increase Program (through training and apprenticeship)				

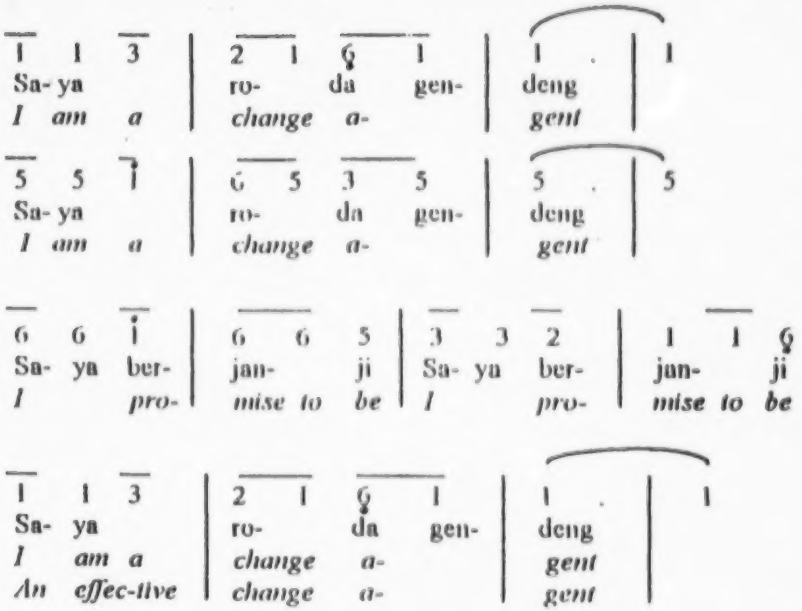
1. Technical Training	1,465	3,537	5,970	10,972
2. Electricity/Electro Training	1,216	3,797	5,750	10,763
3. Automotive Training	1,666	3,569	8,967	14,202
4. Building Construction Training	1,778	1,472	1,867	5,117
5. Commerce Administration Training	439	2,405	3,898	6,742
6. Miscellaneous Vocational Training	3,874	2,980	5,197	12,051
7. Agricultural Training	4,078	933	1,052	6,063
				113,835
V. Ministry of Population and Family Planning (BKKBN)				
A. Communication Information and Education (CIE) Training	120	152	165	437
1. Religious Leaders/Community Leaders	175	182	194	551
2. Extension workers	67	60	83	210
3. Cadres	125	180	115	420
4. Family Planning Fieldworker (PPKBD)		109	97	206
5. Others				1,824
B. Training on Controled Effective Contraception Method/Longterm Conception Method (MKET/MKJP)				
1. Religious Leaders/Community Leaders	360	430	415	1,205
2. Midwives	1,120	1,418	1,315	3,853
				5,058
C. Refreshing Course on Clinic Service				
1. Midwives	-	99	110	209
2. Cadres	-	521	653	1,174
				1,383
D. Training on Family Wellfare Income Earning (UPPKS)				
1. Cadres	-	952	915	1,867
2. Others	-			
				2,028
E. Training in Clinic Administration		79	82	161
1. Midwives	-	293	305	598
2. Religious Leaders/Community Leaders	-	25	32	57
3. Others	-	298	271	569
				1,224

F. Training in Field Line Management				
1. Religious Leaders/Community Leaders	-	20	-	20
2. Others	-	193	-	193
				213
G. Training on Early Child Development/ Adolescence Development/Old Age Care	-	40	50	90
1. Midwives	-	3,221	3,447	6,668
2. Cadres	-	310	290	600
3. Others				7,358
H. Training on Family Planning/Family Welfare/Population	-	774	-	774
1. Midwives	-	741	-	741
2. Religious Leaders/Community Leaders	-	76	-	76
3. Extension Workers	-	30	-	30
4. Family Planning Field Workers	-	203	-	203
5. Cadres	-	1,338	-	1,338
6. Others				3,162
I. Training on Family Welfare Saving/ Business Credit for Family Welfare	-	1,691	1,772	3,463
1. Extension Workers	-	6,295	6,215	12,510
2. Family Planning Field Workers (PPKBD)	-	13,679	14,920	28,599
3. Cadres	-	427	514	941
4. Others				45,513
TOTAL	**5,212,111**	**4,987,586**	**10,420,387**	**28,632,234**

attachment

SAYA RODA GENDENG

I am a Change agent


1 1 3 | 2 1 6 1 | 1 . 1
Sa- ya | ro- da gen- | deng
I am a | change a- | gent
5 5 1 | 6 5 3 5 | 5 . 5
Sa- ya | ro- da gen- | deng
I am a | change a- | gent
6 6 1 | 6 6 5 | 3 3 2 | 1 1 6
Sa- ya ber- | jan- ji | Sa- ya ber- | jan- ji
I pro- | mise to be | I pro- | mise to be
1 1 3 | 2 1 6 1 | 1 . 1
Sa- ya | ro- da gen- | deng
I am a | change a- | gent
An effec-tive | change a- | gent